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ABSTRACT

A study examined the impact of two projects funded by the Georgia Endowment for the Humanities on participants' learning and behavior. The first project was a symposium entitled "Two Hundred Years of Georgia and the South: A Symposium," which was held at the University of Georgia Continuing Education Center. The second project, "Georgia Governors in an Age of Change: From Ellis Arnall to George Busbee," was also a symposium and was cosponsored by the Social Science Division of Abraham Baldwin Agricultural College and the Georgia Department of Archives and History. Data were collected from mail questionnaires returned by 132 participants in the first symposium (a 57 percent rate of return) and 143 participants (a 47 percent return rate) in the second symposium as well as from telephone surveys of a random sample of 50 participants in each seminar. The interviews were conducted three and six months respectively after the symposia. Only five percent of the responses from those attending the first symposium indicated that the participants did not learn anything. Two-thirds of what the participants reported learning related directly to the symposium's purpose, and 62 percent of responses also showed that the symposium had an impact on further study. While the participants at the second symposium also experienced change in the form of learning, results for transfer of learning in this symposium were mixed (with four of seven indicators showing minimal impact). (Appendixes include the survey instruments, interview forms, and condensed responses.) (MN)

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Continuing Education in the Humanities: Participant Learning is Questionable?

presented at

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Continuing Education in the Humanities:

Participant Learning is Questionable?

Introduction

The purpose of this report is to provide the results of an impact evaluation of two projects funded by the Georgia Endowment for the Humanities. Impact evaluation refers to the assessment of the effects of an educational experience on the participant's learning and behavior. The assessment is made just after and three to six months following the completion of the educational experience. The first project, "Two Hundred Years of Georgia and the South: A Symposium," was held at the University of Georgia Center for Continuing Education, October 10-12, 1985. The symposium was jointly sponsored by the Department of History, University of Georgia, and by the Georgia Historical Society.

"Georgia Governors in an Age of Change: From Ellis Arnall to George Busbee" is the title of the second project. Conducted as a symposium at the Rural Development Center and Abraham Baldwin Agricultural College, the project was cosponsored by the Social Science Division of Abraham Baldwin Agricultural College and the Georgia Department of Archives and History. As noted in the project proposal narrative, the purpose of the symposium was to bring together the seven living ex-governors of Georgia, who were elected between

1942 and 1978, with representatives of the academic community, the media, and the general public to reflect upon the past four decades of Georgia politics.

Methodology

In order to obtain an optimal measure of the effects of an educational experience on learning and behavior, post-program evaluation of learning and behavior should be compared to pre-program assessments. Clear, specific learning, in addition to educational, objectives should also be written for the educational experience. Because the decision to conduct an impact evaluation was made after these two projects had been funded, neither pre-assessments nor learning objectives were available. Consequently, the methodology for this impact evaluation involves post-program measures only.

Two instruments were used for each symposium. The first (see Appendix A) included five (5) questions and was administered as a mailed questionnaire. The first four (4) questions were open-ended requesting: the participants' main reason for attending the symposium; the participants' expectations of the symposium; what the participant actually learned; and if relevant, the reason(s) expectations for learning were not met. The fifth question asked the participant to indicate his or her level of learning for each of the sessions attended by responding to a Likert scale including four choices: "very valuable," "somewhat valuable", "slightly valuable", and "not valuable." All

participants in both symposia received a mailed questionnaire. The names and addresses of the participants were obtained from the project directors. For the first symposium (Two Hundred Years...) 233 questionnaires were mailed approximately one and half months after the end of the program. Due to the interruption of the Christmas holidays, the questionnaire for the second symposium (Georgia Governors...) was mailed two and a half months after the completion of the program. A total of 307 questionnaires were mailed for the second symposium. Participants were asked to respond within 30 days. For both symposia, a second questionnaire was mailed to those participants who did not respond at the end of 10 days. In the first mailing, participants received a letter from the Executive Director of the Georgia Endowment for the Humanities endorsing the study and encourgaging participant response. In both mailings, participants received a self-addressed, stamped envelope to facilitate their response.

The second instrument (see Appendix B) was an interview schedule consisting of seven (7) questions. All questions were open-ended because the intent was to obtain the knowledge that seemed to be most prominent on the participants' minds. The seven questions focused on ideas remembered, change in thinking or behavior, use of learning from the symposium, and further study that was prompted by the symposium.

For each symposium a random sample of 50 participants was selected for telephone interviews. The sample was determined from the last page of the mailed questionnaire where the participant was asked if he or she would respond to a telephone interview. The telephone interviews were conducted three and six months, respectively, following the symposia.

Results

The two mailings of the questionnaire for the first symposium (Two Hundred Years...) yielded 132 usuable questionnaires. That total reflects a 57 percent return. A total of 143 (47%) questionnaires were returned from participants in the second symposium (Georgia Governors...); 130 questionnaires were useable.

From the random sample of 50 participants from the first symposium (Two Hundred Years...), 47 individuals were interviewed by the research team. The random sample of 50 participants from the second symposium (Georgia Governors...) yielded 39 completed telephone interview forms. Reasons for non-responses include:

1. invalid phone numbers
2. respondent not in or no answer at all (three to five calls were made)
3. respondent's spouse wanted to answer
4. respondent did not attend the conference, even though name was on the participant list.

Did learning occur and did the symposia have an impact on thinking or behavior? Table 1 provides part of the answer to those questions relative to the first symposium (Two Hundred Years...). Of the 152 responses noted, only 7 (5%) of the responses indicated that the participants did not learn anything from the symposium. Two-thirds of what the participants said they learned relates directly to the purpose of the symposium. For example, 30 percent of the responses foucsed on learning related to specific topics, such as southern culture; 18 percent focused on the theories of a specific speaker; and 16 percent of the responses related to latest research findings about a topic or seeing history as a research science. The data in Table 1 are consolidated from the Condensed Responses taken off the questionnaire and located in Appendix C.

The data in Table 1 is enhanced by the results presented in Table 2 relating to participant expectations. Over 75 percent of the responses for "expectations" relate directly to what was learned, as presented in Table 1: 48 percent for specific topics in the program, 18 percent for latest research, and 10 percent for the theories and views of the historians.

Table 1

What Participants Learned

General Category Responses

# and % Responses*	Responses
46 (30%)	specific or general topics mentioned, such as increased understanding of southern culture
27 (18%)	specific presenter's theories mentioned, general remarks about presenters
24 (16%)	latest research, history as research science
13 (8%)	enjoyed all speakers and sessions
8 (5%)	enjoyed social activities and contact with colleagues
7 (5%)	nothing/not sure
6 (4%)	lots
21 (14%)	miscellaneous

* Percentages may not total due to rounding

Table 2

What Participants Expected to Learn

General Category Responses

# and % of Responses*	Responses
74 (48%)	learn about topics, specific and general
28 (18%)	hear latest research and interpretations
16 (10%)	view these historians, hear their viewpoints and theories, see professionals at conference
11 (7%)	nothing specific
8 (5%)	incorporate material for my class or job
7 (5%)	intellectual stimulation
9 (6%)	miscellaneous

Why Participants Attended

General Category Responses

# and % Responses*	Response
91 (38%)	reputation of speakers
67 (28%)	topics of interest, general program
22 (9%)	subject related to job (includes students)
15 (6%)	to see historians, meet with colleagues
12 (5%)	personal, intellectual growth, gain knowledge
10 (4%)	employer or professor encouraged me
21 (9%)	miscellaneous

* Percentages may not total 100 due to rounding.

The second half of Table 2 serves to reinforce the previous two sets of data. When asked to state the main reason(s) for attending the first symposium, the respondents listed 238. Two-thirds of the responses reflect the fact that the reputation of the speakers and the topics of the symposium were the primary motivating factors. The Condensed Responses taken from the questionnaire for both pats of Table 2 may be found in Appendix C.

Some respondents judged their learning expectations not to have been met. Altogether, those respondents made 65 comments or less than half of the 152 responses to what was learned. The two contributing factors to those unsatisfactory experiences were problems with specific speakers (redundant, abrasive, unorganized) and problems with program design, (wanted more one-hour sessions), scheduling (prefers Thursday, Saturday), and environment (audience disruptions).

As for the learning value of the individual sessions, the respondents were generally favorable. A review of Table 3 indicates that the individual sessions were predominantly "somewhat valuable" to "very valuable." Readily evident is the fact that attendance in the "An Hour With" session was considerably less than the general session or else the respondents simply did not wish to rate those sessions. Based on attendance patterns at educational programs of this nature, the former explanation is most likely accurate.

Table 3
Participant Rating of the Value of the Symposium
as a Learning Experience

	As a Learning Experience, This Session Was . . .			
	Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
a. The Shaping of Southern Culture	65 (65%)	26 (26%)	8 (8%)	1 (1%)
1. "The Religious Ideas of the Southern Slave Society" Presenter A				
2. "What Can One Mean by Southern Culture" Presenter B	53 (52%)	34 (33%)	11 (11%)	4 (4%)
3. "Southern Politics as an American Institution" Presenter C	42 (49%)	27 (32%)	15 (18%)	1 (1%)
b. Ideology and Politics in the South				
1. "Ideology and Politics in the Shaping of Reconstruction" Presenter D	51 (53%)	37 (39%)	6 (6%)	2 (2%)
2. "The Political Foundations of White Supremacy in the South and South Africa" Presenter E	43 (45%)	35 (37%)	13 (14%)	4 (4%)

	As a Learning Experience, This Session Was . . .			
	Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
c. "An Hour With":				
Presenter A	12 (86%)	2 (14%)		
Presenter B	3 (37%)	4 (50%)	1 (13%)	
Presenter C	11 (85%)	8 (7.5%)	1 (7.5%)	
Presenter D	8 (47%)	8 (47%)	1 (5%)	
Presenter E	7 (64%)	3 (27%)		1 (9%)
d. Thought and Culture in Southern Life				
1. "The South in Southern Agrarianism" Presenter F	38 (43%)	38 (43%)	12 (14%)	
2. "The Evolution of Heroes' Honor in the Southern Literacy Tradition" Presenter G				
3. "Up South and Down South" Presenter H	39 (39%)	38 (38%)	14 (14%)	10 (10%)
e. Gender and Race in the Southern Experience				
1. "'Social Equality,' Miscegenation, and the Maintenance of Power" Presenter I	33 (36%)	25 (27%)	18 (20%)	15 (16%)
2. "Race, Gender and Social Change in the New South" Presenter J	33 (36%)	25 (27%)	18 (20%)	15 (16%)

	As a Learning Experience, This Session Was . . .			
	Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
f. "An Hour With":				
Presenter F	7 (88%)	1 (12%)		
Presenter G	6 (67%)	1 (11%)	2 (22%)	
Presenter H	11 (92%)		1 (8%)	
Presenter I	5 (50%)	3 (30%)		2 (20%)
Presenter J	10 (63%)		5 (31%)	1 (6%)

* Percentages may not total 100 due to rounding

Although the data for the individual sessions are clearly in the direction of a positive experience, less emphasis on value is noted by the respondents for the sessions, "Thought and Culture in Southern Life" and "Gender and Race in the Southern Experience." The distribution of responses is obviously more even across the scale for the five presentations in those sessions. In two of the five presentations, at least one-third of the respondents judged the presentations "slightly valuable" to "not valuable", clearly more negative than other individual sessions.

The foregoing discussion noted the results of the questionnaire data obtained approximately one-and-a-half months after the first symposium (Two Hundred Years...). Approximately three-and-a-half months following the first symposium, telephone interviews were conducted with a sample of the participants. The results of those interviews are presented below. The "General Category Responses" are indicated for each question asked in the interviews; those responses were consolidated from the original list of condensed responses that appear in Appendix D.

1. Were there any particular ideas or insights presented at the symposium that stuck in your mind? If yes, what are they?

General Category Responses

# and % Responses*	Response
13 (16%)	Comments on Williamson paper Examples: paper was a sociological approach 1

	racial images in "Gone with the Wind"	3
	upset by idea that Rhett Butler was mulatto	1
12 (15%)	Comments on Genovese paper	
	Examples:	
	religion of slave owners	1
	his Marxist approach was controversial	1
11 (13%)	No/Nothing/Can't remember anything specific	
10 (12%)	Comments on Painter paper	
	Examples:	
	connection between race and sex, concept of pornography	4
	realized how poorly slave women were treated	2
	upset by concept of prejudice	1
10 (12%)	Other general comments	
	Examples:	
	Agrarian paper was informative	3
	Conkin paper was a return to narrative history	1
	Honor in the South good	2
8 (10%)	Comments on Frederickson paper	
	Examples:	
	Comparison of South Africa and the Civil Rights movement in the South	1
	Relevant to current situation	6
8 (10%)	Other general comments	
	Examples:	
	Nothing much different from what they wrote before	3
	Idea of the South being part of the Sunbelt	1
	Impressed with quality of research being done	1
6 (7%)	Comments on Wallerstein paper	
	Examples:	
	how Southern culture was always in transition,	1

	going either backward or forward. The plantation economy was more an image rather than a reality.	
	Wallerstein's world systems theory and its development	2
4 (5%)	Comments on Woodward paper	
	Examples:	
	Use of literature in understanding the history of the South	1

* Percentages may not total 100 due to rounding

Readily evident from the first question is that just over three months after the symposium, the sample not only identified ideas that remained with them but also that they associated the ideas with a particular speaker. Focusing on the proportion of responses for particular speakers yields the interesting finding that two of the least valuable presentations (as reported on the mailed questionnaires) were remembered the most--Williamson and Painter. At least four explanations are possible: the content was interesting and controversial; the delivery of the presentations was extremely stimulating; the presentations were made late in the program; or a combination of the above. Since the proportion of responses is distributed rather evenly, the reader should also note that only 13 percent of the responses indicate that no idea or information could be remembered.

2. In what ways did the Symposium have a direct effect on your thinking? On your behavior?

General Category Responses

# and % of Responses*	Response	
21 (36%)	Provided new ideas, reconfirmed their ideas.	
	Examples:	
	Reconfirmed his sociological theory of Georgia	1
	Good to hear old ideas in a new way	1
	The South is heterogeneous and defies categorization	1
16 (27%)	None/Nothing specific.	
12 (12%)	Helped in teaching and research	
	Examples:	
	Adding information to lecture notes	5
	Discussion afterwards with Genovese had great impact. Provided research ideas	1
	Prompted research on recent Southern politics	1
9 (15%)	Miscellaneous	
	Examples:	
	Hearing what the top scholars are thinking	2
	Rejuvenated by the program	1
	There is lots of room for research	1

* Percentages may not total 100 due to rounding

Responses to this question and those that follow reflect the transfer of learning from the Symposium to the daily lives of the participants. Again the general perspective from the responses to question two is positive with just less than 75 percent of the responses indicating the symposium had a direct effect on the participants' thinking. It is also note worthy that over one-fourth of the participants could not identify learning transfer.

3. A few people said they took notes during the Symposium. If you took notes, what have you done with them since the symposium?

General Category Responses

# and % of Responses*	Response	
15 (31%)	Used notes in teaching and research	
	Examples:	
	Incorporated into lecture notes	7
	Filed with research notes	2
	Put on cards for dissertation or thesis	2
14 (29%)	No notes	
10 (21%)	Probably will use later	
	Examples:	
	May use later in dissertation	1
	Filed	5
9 (19%)	Miscellaneous	
	Examples:	
	Used in writing letters	1
	Looked over when discussing Symposium with colleagues	1

* Percentages may not total 100 due to rounding

Not only did the respondents take notes, but they have used them (71%) in lecture notes and letters; some plan to use their notes in a dissertation. However, with respect to note taking, almost one-third of the responses indicated no notes taken during the Symposium. While some individuals may not have felt the need to take notes, one measure of program impact is that participants consider the information important enough to record for later use.

4. Did the Symposium cause you to study further on any of the topics presented? If yes, please describe what you have done and how?

General Category Responses

# and % of Responses*	Response	
21 (38%)	No	
19 (34%)	Read Various books	
	Examples:	
	Reading in Southern politics	2
	Reading about Southern honor code	1
	Reading Wallerstein and Genovese and also in cultural geography and certain scriptures	1
8 (14%)	Going to read some books	
	Examples:	
	Requested books for participants' study and for students	3
	Got Painter's publications	1
	Wrote for Foner's paper	1
8 (14%)	Miscellaneous	
	Examples:	
	In process of applying for a research project grant	1
	Paid more attention to book reviews and articles in this area	1
	Sent Painter paper to a friend	1

* Percentages may not total 100 due to rounding

Well over one-third of the responses indicated that the symposium did not stimulate additional study on the topics. However, for the 62 percent responses that do show impact on further study, reading books about the topics at the symposium is the predominant follow-up activity.

5. Have you used what you learned at the Symposium in your employment? If so, please explain how.

General Category Responses

# and % of Responses*	Response	
20 (39%)	Used in teaching or work with students	
	Examples:	
	Incorporated into lecture notes	18
	Acquainted some of his students with the historians	1
11 (22%)	Used in writing and research	
	Examples:	
	In a book review and newsletter	1
	Used as background material in writing for regional publications	1
	Used in research	4
9 (18%)	Used in other ways, including graduate students	
	Examples:	
	Often intangible on the job, nothing specific but helpful in different ways	5
	Used in dissertation	1
9 (18%)	No	
	Examples:	
	Retired	2
	Doesn't relate to job	5
2 (4%)	Miscellaneous	
	Examples:	
	Took an exhibit to Symposium	1
	Foner constitutional helpful to archivist	1

* Percentages may not total 100 due to rounding

Responses to this question coupled with the data from question three further enhance the impact of the symposium. Only 18 percent of the responses indicated no transfer of the symposium content to the participants' employment. Of the 82 percent of responses indicating impact on employment,

78 percent was accounted for by academic employment.

6. In what ways have you inform or discussed the Symposium with your colleagues?

General Category Responses

# and % of Responses*	Response	
39 (62%)	Discussed with faculty or others informally	
	Examples:	
	Discussed, shared notes with graduate students	5
	Discussed with faculty after program	8
	Talked with professors	4
10 (16%)	Discussed with colleagues who attended with them	
6 (10%)	Miscellaneous	
	Examples:	
	Circulated written description of symposium within the department	1
1 (2%)	Discussed miscegnation with several women	
	Wrote to friends	1
5 (8%)	Discussed with colleagues and participants at the Symposium	
2 (3%)	No	

* Percentages may not total 100 due to rounding

The responses to this question add to the cumulative data in this report regarding the positive impact of the symposium. Almost 100 percent of the responses indicate that the participants found and/or took the opportunity to discuss the symposium with colleagues or to write colleagues.

7. Since the Symposium, have you attended any sessions or similar programs related to the Symposium? If so,

please describe the session or program?

General Category Responses

# and % Responses	Response	
30 (58%)	Yes	
	Examples:	
	Governors' Symposium in Tifton	5
	South African Conference in Atlanta	1
	Soviet and Latin American History at University of Richmond	1
	Frederickson talk at Vanderbilt	1
22 (42%)	No	

Of the responses to the seven telephone interview questions, those for question seven indicate the least impact of the symposium. Only 58 percent of the responses show that the participants attended other similar programs.

To answer the question of impact of learning and behavior of the second symposium (Georgia Governors...), the reader is referred to the responses to question three of the mailed questionnaire (see Table 4). Like the data for the first symposium (Two Hundred Years...), what appears in Table 4 is the consolidation of the original condensed responses located in Appendix E for the second symposium.

Table 4 indicates that after only a few weeks, participants did learn at the second symposium (Georgia Governors...). Over one-half of these responses indicate that the participants increased their understanding of Georgia politics and the variables that affect decisions by

governors. Both of those outcomes were included in the proposed objectives for the second symposium.

The data in Table 5 reflect the responses to question three of the questionnaire. Noteworthy here is the similarity in what the participants hoped to learn and what they actually learned. Nearly 70 percent hoped to better understand Georgia politics as well as the role of the governor, a direct reflection of what was learned.

The lower half of Table 5, contains responses to the question of why participants attended the symposium. Those data reinforce the responses to the previous two questions. Four of the six response categories reflect a concern to learn about Georgia politics and the governors. Those four response categories account for one-half of the responses to the motivation for participating question.

Table 4

What Participants Learned

General Category Responses

# and % Responses*	Responses
53 (35%)	better understanding of Georgia politics, generally; and specific remarks about the Governors
36 (24%)	personal reflections of Governors/ reasons behind their actions/ perceptions by participants
31 (20%)	generally and specific remarks
17 (11%)	noted and/or compared personalities and styles of Governors/saw Governors in person
15 (10%)	miscellaneous

* Percentages may not total 100 due to rounding

Table 5

What Participants Expected to Learn

General Category Responses

# and % Responses*	Response
34 (23%)	better understanding of Georgia politics/learn about this transitional period
30 (20%)	learn about inner-workings of Governor's office/it's history and structure/how decisions were made
23 (15%)	hear Governor's personal reflection and retrospections
19 (13%)	refresh memory
17 (11%)	see and compare Governors/note their personalities/observe their live responses
8 (5%)	hear scholarly assessment of eras
5 (3%)	nothing/I don't know/nothing specific
13 (9%)	miscellaneous

Why Participants Attended

General Category Responses

# and % Responses*	Response
42 (20%)	interested in Georgia politics
26 (12%)	enjoy Georgia history/wanted to learn about Georgia history
25 (12%)	encouraged by others/job related in ABAC
25 (12%)	wanted to see Governors in person
21 (10%)	connected to program of Governors in some way/wanted to support ABAC
19 (9%)	reputation of speakers
16 (8%)	sounded interesting/program format
13 (6%)	personal or professional development
9 (4%)	hear Governors discuss general or particular items
14 (7%)	miscellaneous

* Percentages may not total 100 due to rounding

While there was some dissatisfaction over learner expectations for the second symposium, the responses were minimal; only 27 responses indicated such. Foremost among those responses was the poor presentation by some speakers. Program problems (limited publicity, confusion over audience identity) were the second major barrier to unmet learner expectations.

Overall, the responses to the learning value of the individual sessions were quite favorable. Even a cursory review of Table 6 will indicate the high proportion of responses in the "very valuable" to "somewhat valuable" columns. With the exception of the "Carter Years", none of the individuals sessions approach 30 percent in the "slightly valuable" to "not valuable" columns.

Telephone interviews data for the second symposium (Georgia Governors...) provide further evidence of impact on learning. The General Category Responses for each of the seven questions are listed below. Those responses have been consolidated from the Condensed Responses included in Appendix F.

Table 6
Participant Rating of the Value of the Symposium
as a Learning Experience

		As a Learning Experience, This Session Was . . .			
		Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
a.	Governor A	45 (58%)*	27 (35%)	4 (5%)	1 (1%)
b.	Governor B	75 (77%)	19 (19%)	3 (3%)	0
c.	Governor C	38 (49%)	25 (32%)	10 (13%)	4 (5%)
d.	Governor D	62 (72%)	19 (22%)	5 (6%)	0
e.	Governor's Roundtable				
	Speaker A	88 (78%)	17 (15%)	5 (4%)	2 (2%)
	Speaker B	85 (76%)	21 (19%)	4 (4%)	1 (1%)
	Speaker C	94 (85%)	11 (10%)	5 (4%)	1 (1%)
	Speaker D	78 (70%)	19 (17%)	10 (9%)	4 (4%)
f.	Governor E	64 (74%)	18 (21%)	3 (3%)	1 (1%)
g.	Governor F	55 (60%)	22 (24%)	12 (13%)	3 (3%)
h.	Governor G	19 (28%)	28 (42%)	12 (18%)	7 (11%)
i.	Governor H	26 (39%)	30 (45%)	8 (12%)	3 (4%)

* Percentages may not total 100 due to rounding

1. Were there any positive ideas or insights presented at the symposium that stuck in your mind? If yes, what are they?

General Category Responses

# and % Responses*	Response	
15 (30%)	Living history with all the governors present	
	Examples:	
	A chance to hear governors talk about own administration	9
	Living history with all governors together, rather enlightening	6
15 (30%)	New perspective to hear things I had known	
	Examples:	
	All candidates very frank in admitting strong and weak points	2
	Most enlightening to hear governors as an adult (heard them as a child)	1
6 (12%)	Segregation issue	
	Examples:	
	Impressed that governors admitted mistakes about segregation	2
	Struck how dynamic Georgia governors have been from war to present; and if not fighting segregation, how much more powerful Georgia would be as state.	1
4 (8%)	None	
10 (20%)	Miscellaneous Comments	
	Examples:	
	Intertwining of political stages and events that lead to these people becoming governors (learn ropes, come out on top)	1
	Fact that each governor perceived growth factor in Georgia	1

* Percentages may not total 100 due to rounding

Six months after the symposium participants remembered the historical perspectives and the roles of the governors. The responses to the first telephone interview question above clearly indicate that the symposium was effective in impacting learning; only 8 percent of the responses was negative.

2. In what ways did the Symposium have a direct effect on your thinking? On your behavior?

General Category Responses

# and % Responses*	Response	
14 (25%)	Better appreciation of how governors perceived office vs. how public perceived their offices	
	Examples:	
	Different thinking about circumstances surrounding controversial issues	2
	Got to see governors as human beings	2
9 (16%)	More informed, a greater understanding of everything I read about governmental affairs	
	Examples:	
	More interested in governors, in future campaigns	1
	Be more active in sharing views of publication	1
8 (15%)	None	
8 (15%)	Enjoyed it as historical piece	
	Examples:	
	Born in 1962, enlightening to hear governors before his time	2
	Want to read more about governors, history,	1

	administrations	
6 (11%)	Segregation	
	Examples:	
	Realized how blacks had negative role in history of Georgia; noted few blacks in attendance	1
	Interesting to hear governors reflections on segregations issues	1
10 (18%)	Miscellaneous Comments	
	Examples:	
	Realize how lucky our state has been	1
	Personally thrilling to have contact with governors who he'd been teaching about abstractly	1

* Percentages may not total 100 due to rounding

The responses to question two reflect impact on transfer of learning from the symposium to the respondent's daily life. Less than one-fifth of the responses reflect no effect on the thinking of the respondents. Over one-half of the responses focus on the role of the governor and the historical significance of the symposium.

3. A few people said they took notes during the Symposium. If you took notes, what have you done with them since the Symposium?

# and % Responses*	General Category Responses
25 (60%)	Didn't take notes.
4 (10%)	Used notes for interviews and columns, filed away notes for future stories. (Journalist)
3 (7%)	Added a few things from Symposium

	to lectures in courses. (Teacher/Professor)
2 (5%)	Filed notes away so can refer to them from time to time. Sooner or later will go back to them.
1 (2%)	Went as group with political science class, took notes, wrote paper. (Student)
1 (2%)	Gathered brochures, put notes in vertical file in library. Personal notes need to be transcribed.
6 (14%)	Miscellaneous
1	Brought back to life many things.
1	Made few notes on Carter's TV interview for benefit of friend who share appreciation of him.

* Percentages may not total 100 due to rounding

Responses to this question indicate little impact of the symposium on the participants, assuming note-taking is any reflection. Almost two-thirds of the participants did not take notes. The remaining 26 percent non-miscellaneous responses, included note-taking for a story, for academic use, and for a library.

4. Did the Symposium cause you to study further on any of the topics presented? If yes, please describe what you have studied and how?

# and % Responses*	Response
19 (45%)	No
11 (26%)	Informal Reading or Studying Examples: Reading papers, articles, endorsements, help out with papers to write 3 Reading book or two on 1

	Eugene Talmadge, looked back at old newspaper
4 (10%)	No formal study, research, or reading as result of attending (all implied informal study, but did not say how)
3 (7%)	Watch legislation, national, state, and local. Don't think citizens are informed. Caused me to read more and very carefully.
15 (12%)	Miscellaneous Comments Three governor controversy 2 Was able to use information on Talmadge for graduate seminar in winter quarter 1

* Percentages may not total 100 due to rounding

The responses to question four also call to analysis the impact of the second symposium (Georgia Governors...). Adding the 10 percent who believed they had studied some to the 45 percent who definitely said "No" indicates that the majority of the participants did not transfer learning in the form of further study. The greatest percentage of responses reflected informal reading of books and papers.

5. Have you used what you learned at the Symposium in your employment? If so, please explain how.

# and % Responses*	Responses
18 (44%)	No
3 (7%)	Write columns for newspapers. Several column ideas and news stories. (Journalist)
4 (10%)	Used in American history course, advising on paper on three

	governor controversy, and on segregation issue (realized governors had to pay lip service to segregation in order to get elected. (Professor
3 (7%)	Discuss with friends. Better insight as to how governors got elected. Papers given by professors did excellent job. (Retiree)
2 (5%)	Pulled things from vertical file and would like to put book from symposium in vertical file. Have used information to direct people who are looking for information on Georgia history. Very few states have this many governors still living, most outstanding. (Librarian)
2 (5%)	Clearer understanding of how Georgia political system works through class. (Student)
1 (2%)	Have used information related between state and local governments in job. (Some governors gave examples where state and local governments worked together). (Consultant)
8 (20%)	<u>Miscellaneous Comments</u> Not professionally, more personally. Gave insight on how to handle public and delicate issues. Interactions between politicians (a reporter`s response). 1 Work with ABAC, wrote story for alumni newsletter. 1

* Percentages may not total 100 due to rounding

Like the data from the previous two questions, the responses to question five suggest that learning transfer to the participants' occupation was only true for just over

one-third of the participants. Although 44 percent of the responses was a definitive "No", what may actually be at work in these responses is that a large number of the participants were retired. Consequently, the question is irrelevant for those individuals; and before making a conclusion about the long range impact of the symposium, an analysis of the demography of the interview sample would be necessary. Another explanation for the large percentage of negative responses is the fact that the symposium was publicized for the general public, many of whom are not in occupations that would directly involve the contents.

6. In what ways have you informed or discussed the Symposium with your colleagues?

# and % Responses*	Responses	
18 (47%)	Socially, with friends and family	
	Examples:	
	Has come up a number of times at gatherings and meetings, had fun, really enjoyed it	10
	Briefly told family and friends how much she enjoyed it. What a refreshing way to spend time	1
	Discussed banquet, thought it was very good	1
	Stimulated	1
	Over lunch and dinner parties. Really enjoyed conference, found it enlightening.	1
	Several went together, talked about it. Real outstanding, and thought turnouts could have been better.	4
3 (6%)	Students	
	Told several professors how good it was	1
	Discussion between other	2

	students and self
7 (45%)	Miscellaneous Comments
	Have talked at great length with many people, constituents, colleagues in House, Senate, and Governor Harris' people. All wished they had known about it. Disappointed at small number of people attended. 1
	ABAC pulled off coup...type of things to be held at UGA. 2

* Percentages may not total 100 due to rounding

While there may be some questions about learning transfer relative to note-taking, further study and occupation, the data in question six clearly indicate that the symposium stimulated considerable discussion. Although most of the non-miscellaneous responses referred to social discussions over the symposium, the interview sample was moved to share its experience.

7. Since the Symposium, have you attended any sessions or similar programs related to the Symposium? If so, please describe the session or program.

# and % Responses*	Responses
44 (90%)	No
5 (10%)	Miscellaneous Comments
	Atlanta Historical Society- when they've had elected officials speak to them 1
	Attended meetings in Way-cross area with congressional members and political people 1

There is little doubt from the responses to question seven that the symposium did not stimulate participants to attend other, similar programs. The overwhelming proportion

(90%) of respondents answered "no". Again, what may be at work in these responses is the nature of the majority of the audience, the general public.

Conclusions

Most evaluations of projects such as these two symposia consist of "satisfaction indexes" that reflect how well the participants liked the educational experience. While such evaluation measures are useful for future program design, they do not indicate whether change has occured for the learner.

Concerned to know whether or not its projects were impacting on learning, the Georgia Endowment for the Humanities contracted with two external evaluators at the University of Georgia to conduct an impact evaluation of two symposia, "Two Hundred Years of Georgia and the South: A Symposium" and "Georgia Governors in an Age of Change: From Ellis Arnall to George Busbee". Using mailed questionnaires and telephone interviews, the evaluators wanted to know if change, in the form of learning, occurred, and did learning transfer from the symposium to the everyday life of the participant.

The foregoing data leads to the conclusion that for both symposia participants experienced change in the form of learning. The results of the mailed questionnaires reveal that not only did the participants learn but also that their learning directly matched participant expectations for

learning and reason(s) for attending. Further evidence of learning from the questionnaires is the favorable response to the individual sessions in each symposium. Although two presentations in the first symposium received rather unfavorable "value" responses, those same two presentations were the first and third most remembered speeches three months later. Quite likely, the speakers and/or the subject matter of their speech accounted for that result.

In both symposia some respondents reported that the learning experience had not met their learning expectations. Although the proportion of responses was small, these respondents were dissatisfied with the speaker's presentation manner and the schedule of the program.

With respect to the telephone interviews conducted three and six months, respectively, after the symposia, transfer of learning is clearly evident in the first symposium and marginal in the second. Of the seven indicators used for both symposia, only the last, attendance in other programs, was moderate for the first symposium. The remaining six indicators revealed that the participants were making application of the symposium in their work and other areas of life.

Mixed results were found for transfer of learning in the second symposium. Four of the seven indicators for learning transfer showed minimal impact for the second symposium. As reported in the discussion of results, the nature of the audience is a likely explanation, since the

four indicators in question are related to political science and history: note-taking, study, occupation and attendance at other programs. The audience being the general public among a few political scientists and academicians, it is reasonable to assume that learning transfer would not be noticed for those indicators. However, learning transfer was evident in the more informal indicators, such as discussing the symposium with friends. Thus, we might conclude that where learning transfer is expected from an educational experience, using the seven indicators in this study, the program should be marketed to a more homogenous group of participants.

Finally, one may conclude that in non-skill-building learning experiences, impact can be measured. Although improvement areas are needed, the model used to evaluate learning in these two symposia was easily administered and did yield useful data.

Recommendations for Future Projects

Based on the results of this study, the external evaluators offer these recommendations:

1. That consideration be given to the importance of presenters and their topics in future projects. The finding in this study that the most criticized speeches were remembered so well indicate that presenter style and controversial content do stimulate learning transfer.
2. That if learning transfer is desired, at least

according to the seven indicators used in this study, projects should be planned for homogenous groups.

3. That if learning and learning transfer are concerns in future projects, proposals should list "learning" objectives and an opportunity should be provided for a pre-learning experience assessment of participants.

APPENDIX A

Mailed Questionnaire Forms

A Follow-Up Survey for
"Two Hundred Years of Georgia and
The South: A Symposium"

1. What was the main reason for your attendance at the symposium "Two Hundred Years of Georgia and the South: A Symposium"? (For example, employer encouraged your attendance, topics of interest to you, the reputation of the speakers, sponsors encouraged you, etc.)

2. What did you hope to learn by attending this Symposium?

3. What did you learn by attending the Symposium?

4. If your learning expectations were not met, would you please explain why?

5. Using the rating scale in the right column below, please indicate your level of learning for the individual sessions. For example, if your learning expectations were met, mark "Very Valuable"; on the other hand, if your learning expectations were not met mark "Not Valuable"; and if your learning expectations were partially met, mark either "Somewhat Valuable" or "Slightly Valuable".

	As a Learning Experience, This Session Was . . .			
	Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
a. The Shaping of Southern Culture				
1. "The Religious Ideas of the Southern Slave Society" Presenter:	_____	_____	_____	_____
2. "What Can One Mean by Southern Culture" Presenter:	_____	_____	_____	_____
3. "Southern Politics as an American Institution" Presenter:	_____	_____	_____	_____
b. Ideology and Politics in the South				
1. "Ideology and Politics in the Shaping of Reconstruction" Presenter:	_____	_____	_____	_____
2. "The Political Foundations of White Supremacy in the South and South Africa" Presenter:	_____	_____	_____	_____
c. "An Hour With":				
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

	As a Learning Experience, This Session Was. . .			
	Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
d. Thought and Culture in Southern Life				
1. "The South in Southern Agrarianism" Presenter:	_____	_____	_____	_____
2. "The Evolution of Heroes' Honor in the Southern Literacy Tradition" Presenter:	_____	_____	_____	_____
3. "Up South and Down South" Presenter:	_____	_____	_____	_____
e. Gender and Race in the Southern Experience				
1. "'Social Equality,' Miscegenation, and the Maintenance of Power" Presenter:	_____	_____	_____	_____
2. "Race, Gender and Social Change in the New South" Presenter:	_____	_____	_____	_____
f. "An Hour With":				
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Optional

If you would not object to being identified on this questionnaire by name and perhaps phoned in a few weeks to be asked a few additional questions, please provide your name and telephone number:

Name_____

Phone ( ) _____

For Office Use Only ____

The only individuals who will review your responses are Drs. Courtenay and Holt and their appointed graduate assistants. Others associated with the symposium will have access only to summary data, not individual names and responses.

Our sincere thanks for your cooperation and assistance.

A Follow-Up Survey for
"Georgia Governors in an Age of Change:
From Ellis Arnall to George Busbee"

1. What was the main reason for your attendance at the symposium "Georgia Governors in an Age of Change: From Ellis Arnall to George Busbee"? (For example, employer encouraged your attendance, topics of interest to you, the reputation of the speakers, sponsors encouraged you, etc.)

2. What did you hope to learn by attending this Symposium?

3. What did you learn by attending the Symposium?

4. If your learning expectations were not met, would you please explain why?

5. Using the rating scale in the right column below, please indicate your level of learning, for the individual sessions. For example, if your learning expectations were met, mark "Very Valuable"; on the other hand, if your learning expectations were not met, mark "Not Valuable"; and if your learning expectations were partially met, mark either "Somewhat Valuable" or "Slightly Valuable".

	As a Learning Experience, This Session Was . . .			
	Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
a. _____	_____	_____	_____	_____
b. _____ _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____
e. _____				
Speakers:	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
f. _____	_____	_____	_____	_____
g. _____	_____	_____	_____	_____

	As a Learning Experience, This Session Was . . .			
	Very Valuable	Somewhat Valuable	Slightly Valuable	Not Valuable
h. _____	_____	_____	_____	_____
i. _____	_____	_____	_____	_____

Optional

If you would not object to being identified on this questionnaire by name and perhaps phoned in a few weeks to be asked a few additional questions, please provide your name and telephone number:

For Office Use Only ___

Name_____

Phone ( ) _____

The only individuals who will review your responses are Drs. Courtenay and Holt and their appointed graduate assistants. Others associated with the symposium will have access only to summary data, not individual names and responses.

Our sincere thanks for your cooperation and assistance.

APPENDIX B

Telephone Interview Forms

Georgia Governors in an Age of Change:
From Ellis Arnall to George Busbee

Telephone Interview Schedule
for Impact Evaluation

1. Were there any particular ideas or insights presented at the Symposium that stuck in your mind? If yes, what are they?

2. In what ways did the Symposium have a direct effect on your thinking? On your behavior?

3. A few people said they took notes during the Symposium. If you took notes, what have you done with them since the Symposium?

4. Did the Symposium cause you to study further on any of the topics presented? If yes, please describe what you have studied and how?

5. Have you used what you learned at the Symposium in your employment? If so, please explain how.

6. In what ways have you informed or discussed the Symposium with your colleagues?

7. Since the Symposium, have you attended any sessions or similar programs related to the Symposium? If so, please describe the session or program.

We realize how little time people have today, so we are deeply grateful for your assistance in answering these questions. Would you like to ask me any questions?

Thanks again for your time and cooperation.

Good-bye.

Two Hundred Years of Georgia and the South: A Symposium

Telephone Interview Schedule for Impact Evaluation

1. In what ways did the Symposium have a direct effect on your thinking? On your behavior?

2. Were there any particular ideas or insights presented at the Symposium that stuck in your mind? If yes, what are they?

3. A few people said they took notes during the Symposium. If you took notes, what have you done with them since the Symposium?

4. Did the Symposium cause you to study further on any of the topics presented? If yes, please describe what you have studied and how?

5. Have you used what you learned at the Symposium in your employment? If so, please explain how.

6. In what ways have you informed or discussed the Symposium with your colleagues?

7. Since the Symposium, have you attended any sessions or similar programs related to the Symposium? If so, please describe the session or program.

We realize how little time people have today, so we are deeply grateful for your assistance in answering these questions. Would you like to ask me any questions?

Thanks again for your time and cooperation.

Good-bye.

APPENDIX C

Condensed Responses for Tables 1 and 2

What Participants Learned

What Participants Expected to Learn

Why Participants Attended

Condensed Responses for Table 1

What Participants Learned

# Responses	Response
22	Latest research and interpretations
21	Increased understanding of southern history
11	Enjoyed all speakers and sessions
9	Increased understanding of southern culture
8	Enjoyed social activities and contact with colleagues
7	Nothing/not sure/not much/nothing specific
6	Lots
5	Scholarly opinions are diverse
4	Enjoyed give and take of individual sessions
4	Enjoyed Wallerstein's and Genovese's presentations
3	I have more to read and learn
3	Importance of religion in anthebellum/ reconstruction South
3	Learned about the historians themselves
2	Specific information for class or job
2	Historians are congenial and eager to talk to students
2	Different perspective of Frank Owsley
2	Relationship between miscegenation and class
2	History as research science
2	Too broad a question
2	Much work remains to be done on the south
2	Renewed interest in thesis/dissertation
2	Reinforced some concepts
2	Hear about topics of interest
2	Most speakers preferred large conclusions to detailed facts
1	Role of the south
1	Grantham's presentation helpful
1	Historians needs to communicate with other fields
1	Intellectual stimulation
1	How some historians are integrating Wallerstein's world system theory
1	C. Vann Woodward is not as dynamic as he once was
1	Complexity of southern mind
1	We are still racists
1	Learned about UGA background
1	Learned never to attend another

	symposium at Georgia Center
1	Enjoyed keynote address, it provided good references
1	Concepts of southern poor
1	Information on specific persons
1	My attention span is too short
1	Georgia history

Condensed Responses for Table 2

What Participants Expected to Learn

# Responses	Responses
33	Increased understanding of southern history
28	Hear latest research and interpretations
16	View these historians, hear their viewpoints and theories, see professional symposium
13	Learn about topics
12	Learn about Georgia
11	Nothing specific
8	Incorporated material into class or job
7	Intellectual stimulation
4	Learn about role of the south
3	Learn about southern culture
2	Insight into South Africa issue
2	See how Wallerstein dealt with south in terms of his world system theory
2	Had high expectations
2	Have contact with colleagues in the field
1	To make my area of interest visible to historians
1	Renew interests in unfinished thesis
1	Do something valuable with spare time
1	Learn about Louisiana sugar plantations in pre and post Civil War
1	Learn more about Vann Woodward
1	Learn about relationship between myths and dominance and miscegenation and class
1	Used conference as substitute for Southern Historical Society meeting
1	Too broad a question
1	Learn about founding of UGA
1	See how Genovese had developed his idea on antebellum Southern protestantism

Condensed Responses for Table 2

Why Participants Attended

# Responses	Response
91	Reputation of speakers
56	Topics of interest
22	Subjects related to my job (includes students)
12	Personal, intellectual growth, gain knowledge
11	General program
11	Have opportunity to meet with colleagues
10	Employer or professor encouraged me
6	Wanted to learn about Georgia history
4	To see these historians
4	Accompanied another person
3	Location of symposium
3	Member of GA. Hist. Society, symposium in lieu of meeting
2	Like to support humanities function
2	Asked to serve on evaluation committee
1	Personal interest in UGA

APPENDIX D

Condensed Responses for Telephone

Interview Questions (Two Hundred Years...)

Condensed Responses for Question 1

(Two Hundred Years...)

# Responses	Response
11	No/Nothing/Can`t remember anything specific
6	Frederickson S. Africa discussion was enlightening and relevant to current situation
6	Williamson paper generally stirred up thoughts
5	Genovese paper was good/excellent
4	Painter's connection of race and sex, pornography
3	Williamson's paper about the racial images in "Gone With the Wind." Rhett Butler a mulatto
3	Conkin paper on agrarianism was informative, didn't know much about this subject
3	There was nothing very different from what they had written before
2	Woodward paper was interesting
2	Wallerstein paper on Southern culture and how it's always in transition. Goes either backward or forward. The plantation economy was more an image rather than a reality
2	Paper on honor in the South good
2	Reconstructionism paper enjoyable
2	Learned how Margaret Mitchell's life effected her book. It had a traditional ending to conform with society
2	Realized how poorly slave women were treated
2	Wallerstein paper & small group discussion was interesting. Talked about his world systems theory and its pattern of development
1	Tyndal's paper important
1	Conkin's paper was a return to narrative history. He put together the agrarian movement and what's happening at the university
1	Williamson paper was a sociological approach
1	Painter paper was excellent
1	Woodward's use of literature in understanding the history of the South
1	Liked the dinner and the opportunity to

	meet the historians
1	Genovese talk about religion of slave owners
1	Conkin on ideology of agrarians in 1920s
1	Painter paper too long
1	Impressed at the quality of historical studies being done, the wide range of perspectives, wealth of material in Georgia
1	Genovese's Marxist perspective was controversial. Appreciated GEH's risk-taking in this
1	S. African presentation not so good
1	Couldn't hear Woodward paper
1	Study of Southern history still relevant today
1	Idea of the South being part of the Sunbelt
1	Comparison of S. Africa and the Civil rights movement in the South
1	Upset with Frederickson idea that Rhett Butler was a mulatto
1	Upset with Painter discussion of prejudice. Patronizing
1	Wallerstein sociological perspective was difficult to understand
1	Genovese paper translated easily into a high school curriculum
1	Concept of the Southern viewpoint not being important
1	Wallerstein and Genovese different
1	Concept of religion and patriarchy in the South
1	Painter analysis of psycho-anthropological events, like lynchings. Had great effect on participants
1	Genovese seemed to be moderating his views
1	Genovese usually looks at economics in history, but he was also sympathetic to the importance of non-economic factors

Condensed Responses for Question 2

(Two Hundred Years...)

# Responses	Response
16	None/nothing specific
5	Adding this information to lecture notes
4	New ideas on Southern history
2	S. Africa comparison with the South made him think
2	Hearing what the top scholars are thinking
2	Gave a broader, more professional outlook
2	Reinforced some concepts
1	Disturbed by some presenters, left a negative impact
1	Eager for papers to be published
1	Discussion afterward with Genovese had great impact. Provided research ideas.
1	Helped in teaching
1	Confirmed his own research (Sociological theory of Georgia)
1	Caused him to read some things and brought him up to date
1	Rejuvenated by the program
1	Gives Margaret Mitchell more respect now. Her work is now more significant
1	Good to hear old ideas in a fresh way
1	Painter ideas on race relations was new
1	Why did Wallerstein question Southern culture if it didn't work
1	Caused the participant to cross disciplines and read in anthropology, cultural geography
1	Made a later reference to Wallerstein paper in a paper
1	The woman who sat behind Woodward and Frederickson and who was a qualified as they are made an impact on the participant. This woman nurtured these historians in their career
1	The impact was 20 years ago when the ideas were new
1	There is lots of room for research
1	The South is very heterogeneous and defies categorization
1	Liked several of the presentations
1	Enjoyed meeting and talking with others in the field

1	Challenged participant to look at some of his assumptions
1	New ideas from Williamson
1	Participant needs to learn more about Georgia
1	Prompted research on recent Southern politics
1	Helped in writing thesis by re-thinking and clarifying some parts of it
1	Theology in S. Africa and in Civil War era helped to clarify current politics

Condensed Responses for Question 3

(Two Hundred Years...)

# Responses	Response
14	No notes
7	Incorporated into lecture notes
5	Filed
5	Done nothing
4	Filed; will probably use them later
3	Used in research/writing
2	Put on cards, using in dissertations/ thesis
2	Filed with research notes
1	May use later in dissertation
1	Tossed
1	Looked them over when discussing symposium with colleagues
1	Used in writing letters to friends
1	Mixed up with other things

Condensed Responses for Question 4

(Two Hundred Years...)

# Responses	Response
21	No
5	Read: Woodward
3	Requested books for participant's study and for students
3	Read: Genovese
2	Not yet
2	Reading in Southern politics
1	Research
1	Read: Williamson
1	Writing article and using material
1	Read: Southern honor code
1	Read: "The Strange Life of Jim Crow"
1	Read: Bartley
1	Read: Religion
1	Not relevant
1	Read: Wallerstein and Genovese material. Also cultural geography, certain scriptures
1	Got Painter's publication
1	Wrote for Foner's paper
1	Looked at constitutional history of Georgia
1	Got together with graduate student of Genovese
1	In process of applying for a research project grant
1	Read some books by the presenters
1	Want to read Conkin's and Wallerstein's books
1	Paid more attention to book reviews and articles in this area
1	Preliminary reading on the reconstruction era
1	Talked with people about women's history issue and did reading on Victorian women's history
1	Sent Painter paper to a friend

Condensed Responses for Question 5

(Two Hundred Years...)

# Responses	Response
18	Incorporated into lecture notes
5	No, doesn't relate to job
5	Often intangible on the job; nothing specific but helpful in different ways
4	Graduate student, helpful
4	Used in research
3	Used in a paper
2	No, retired
2	No
1	In a book review and newsletter
1	Foner constitutional history helpful (archivist)
1	Mentioned Painter paper in a speech
1	Used as background material in writing for regional publications
1	Will be using material when teaching
1	Used in dissertation
1	Took an exhibit to symposium
1	Acquainted some of his students to the historians

Condensed Responses for Question 6

(Two Hundred Years...)

# Responses	Response
13	Informal contacts
10	Discussed with colleagues who attended with them
8	Discussed with faculty afterward, informally
5	Discussed with graduate students, shared notes
5	Discussed with colleagues & participants at the Symposium
5	Discussed with people at work
4	Talked with professors
2	No
2	Discussed Symposium at Southern Historical Association Meeting
1	Discussed before a Faculty Meeting
1	Posted notices about Symposium in teacher break room, was available to talk
1	Discussed with researcher
1	Discussed with Genovese's graduate student
1	Discussed miscegnation with several women
1	Written description, circulated within department (institutional policy)
1	Gave faculty presentation (instructional policy)
1	Wrote to friends interested in history

Condensed Responses for Question 7

(Two Hundred Years...)

# Responses	Response
22	No
5	Governor's Symposium in Tifton
4	Southern Historical Society
3	American Historical Association in NY
2	Georgia Historical Meeting
2	Georgia Political Science Association Meeting
1	Southern Politics program at Paine College
1	Southern Politics program at the Citadel
1	Organization of American Historians
1	South African conference in Atlanta
1	Soviet and Latin American History at University of Richmond
1	Association of Georgia Historical Society
1	Alabama Historical Society
1	Southern Region Demographic Association Meeting
1	Christian Missionaires in Asia program at UGA
1	Civil War era program ("Children of the Pride") in Savannah
1	Georgia Association of Historians
1	Lectures at Spelman and Agnes Scott Colleges
1	Georgia State Women's Studies program - gave a lecture
1	Frederickson talk at Vanderbilt

APPENDIX E

Condensed Responses for Tables 4 and 5

What Participants Learned

What Participants Expected to Learn

Why Participants Attended

Condensed Responses for Table 4

What Participants Learned

# Responses	Response
23	Personal reflections of the Governors/the reasons behind their actions
17	Better understanding of Georgia politics
14	Better understanding of Georgia history
10	Noted and/or compared styles and personalities of Governors
8	A great deal more than I expected
8	Learned about changes during integration
8	Georgia had a good set of Governors
5	Generally learned about the Governor's terms
4	Learned about important issues of that time
4	Have a greater appreciation for Governors
3	Learned about achievements of Governors
2	History and operation of Governor's office
2	What the Governors are currently doing
2	Learned about "old" Georgia politics
2	Maddox was and is a buffoon
2	Interesting to hear Governor's claims about education/integration
2	Philosophies have changed over time
2	General information
2	Met the Governors
2	Governors seemed overly concerned with how history views them
1	Vandiver regretted segregation actions
1	Some Governors had intertwining personal/government relationships
1	Met with friends and colleges
1	Learned about Talmadge years
1	Learned that some ethically questionable practices are commonplace
1	See Governors in person
1	Learned about goals of each Governor
1	Some Governors were portrayed in good terms which was accurate
1	Understood why Georgians reacted to Governors the way they did
1	Learned a lot which helps me professionally
1	Learned that Governors must surround themselves with honest people
1	Georgia history was exciting during that

	time
1	Governors are not all racists presently
1	Some Governors were worse than imagined
1	Gary Fink & Eleanor Main are good speakers
1	Maddox wasn't as bad as Carter
1	Still like Maddox
1	Surprised that ABAC sponsored it when a larger school could have gotten a wider audience
1	The feelings the Governors had for each other
1	Except for race issue, Governors were fairly progressive
1	Refreshing to hear Governors express regret for mistakes
1	Learned that the press often felt they knew more than the Governors
1	Power of Governor`s office depends largely upon the man in the office
1	Reaffirmed opinions and recollections
1	Talmadge role in Georgia timber marketing
1	Our leaders are people like ourselves, not flawless
1	Role of Governor has changed
1	Governors seemed to enjoy their job and were concerned about their constituents
1	See perspectives of political leadership
1	Talmadge a perfect example of "Old Southern" politics

Condensed Responses for Table 5

What Participants Expected to Learn

# Responses	Response
23	Hear the Governors' personal reflections and recollections
21	Better understanding of Georgia politics
19	Learn about inner-workings of the office/how decisions are made
13	Wanted to learn about Georgia history
12	Learn about this period of transition in Georgia
10	Learn about history/structure of Governor`s office
10	See the governors/compare and note their personalities
7	Hear scholarly assessments of eras
6	Refresh memory about past events
5	Nothing/I don't know/nothing specific
4	Learn about Governors` successes and failures
3	Wanted to meet Governors
3	A great deal
2	Hear Governors refute criticism
1	See the campus
1	Get guidelines for handling current educational and political problems
1	Difference between a political and economic perspective
1	Hoped to write some stories about the symposium
1	Learn some names of representatives who attended Symposium
1	Learn about certain (unnecessary) laws that were passed
1	Judge how much progress has been made
1	Learn about Governors who are unfamiliar
1	See old familiar faces
1	See how Governors assessed one another
1	See Governors' perspective on political leadership

Condensed Responses for Table 5

Why Participants Attended

# Responses	Response
42	Interested in Georgia politics
26	Enjoy Georgia history/wanted to learn about Georgia history
20	Encouraged by professors/sponsors/ colleagues/employers
19	Reputation of speakers
17	See history "in the flesh"/see the Governors
16	Sounded interesting/program format
13	Personal or professional development
10	Wanted to support an ABAC program
7	Recall the controversies of that time
6	Member of planning committee, etc.
5	Aattended because of job (reporters)
5	Wanted to hear Governors in forum together
4	Past member of Georgia General Assembly/ served under some of the Governors
2	Reasonable cost
2	Hear about inner-workings of Governor's office
2	Entertainment
2	Wanted to judge styles & personalities of Governors
2	Accompanied another person
2	Learn about the Governor
1	Related to Vandiver
1	Wanted communication from one generation to the next
1	Have the opportunity to ask questions
1	Learn about Governors' goals for the state
1	Wanted to hear Governor Harris speak on education
1	See how things compared to recollections of the past

APPENDIX F

Condensed Responses of Telephone

Interviews Questions (Georgia Governor's...)

Condensed Responses for Question 1

(Georgia Governor's...)

# Responses	Response
9	New perspective to hear things I had known
9	A chance to hear governors talk about own administration
6	Living history with all governors together. Rather enlightening.
4	None
4	Segregation issue
2	Interesting to hear; good insight
2	All candidates very frank admitting strong and weak points
2	Impressed that governors admitted mistakes about segregation
1	Intertwining of political stages and events that lead to these people becoming governor (learn ropes, come out to top)
1	Very important to surround self with honest men
1	Learned many facts to help young people
1	Impressed with research and its accuracy
1	Learned about Georgia history
1	Struck how dynamic Georgia governors have been from war to present; and if not fighting segregation, how much more powerful Georgia would be as state
1	Most enlightening to hear governors as adult (heard them as child)
1	Fact that each governor perceived growth factor in Georgia
1	Better insight into working of government and political process
1	To hear what they did for education
1	Changed mind alot about Carter and Maddox
1	Needs to be more interaction between academicicans, politicians, economists; a diversity of ideas and information that is always available

Condensed Responses for Question 2

(Georgia Governors...)

# Responses	Response
8	None
5	Better appreciation of how governors perceived office vs. how public perceived their offices
5	Different view on governors
4	Segregation
2	Born in 1962, enlightening to hear governors before his time
2	Enjoyed it as historical piece (is an elected official, have followed candidates all through the years). If had not followed, might have different thinking
2	Broader (renewed) understanding of Georgia history
2	Made me a little aware of colorful characters in Georgia politics
2	Got to see governors as human beings
2	Less hesitant to go to any/all governors to ask questions about political events/situations
2	Different thinking about circumstances surrounding controversial issues
2	More informed, greater understanding of everything I read about governmental affairs
1	Will read more about candidates before I vote
1	Want to read more about governors, history, administration
1	Clearer picture of what governor entails and qualifications necessary (political skill)
1	Incorporate more of Georgia history into American history course
1	Realize how lucky our state has been
1	Conscious that we should vote with each election; very important. Otherwise, lose democracy. Everybody should vote
1	Clarified points of view; knew all the governors personally
1	Brought up past; linkage between then and now
1	More interested in governors, in future campaigns
1	Reconfirmed that politicians say what people want to hear in order to get

	elected
1	View didn't change, interested to see how they felt years later
1	A senior citizen, helped days go by, renew friendship
1	Personally thrilling to have contact with governors who he'd been teaching about abstractly
1	Realized how blacks had negative role in history of Georgia; noted few blacks in attendance
1	Be more active in sharing views of politicians
1	Really original, great symposium
1	Interesting to hear governors' reflections on segregation issues

Condensed Responses for Question 3

(Georgia Governors...)

# Responses	Response
25	Didn't take notes
3	Added a few things of those periods to lectures in course
3	Am reporter; retained notes for newspaper stories, filed away. Wrote stories for paper.
2	Filed away so can refer to them from time to time: sooner or later will go back to them
1	Gathered brochures, put in vertical files in library. Personal notes to be transcribed
1	Brought back to life many things
1	Wrote a column, used some interviews
1	Notes sitting where he left them. Georgia was enlightened at the time; education system wasn't disrupted. Vandiver's liberal position on race matters; felt Georgia should feel grateful didn't have Ross Barnett or George Wallace
1	Put in Georgia file. 11 pages of notes
1	Made few notes on Carter's TV interview for benefit of friends who share appreciation of him
1	Took notes, went as group with political science class, wrote paper
1	Took notes on Talmadge about forestry, ideas about planting trees on land her family has
1	Took notes, can't find them

Condensed Responses Question 4

(Georgia Governors...)

# Responses	Response
19	No
4	No formal study, research or books as result of attending
4	Have done little bit more reading of eras of 50's and late 40's; sparked interest
3	Read papers, articles, endorsements, helps out with papers to write
3	Watch legislation: national state, local. Don't think citizens are informed. Caused me to read more, very carefully
2	Three governor controversy
1	More interest in subject
1	Read history of Georgia by Cook
1	Read book or two on Eugene Talmadge. Looked back at old newspapers
1	Was able to use information on Talmadge for graduate seminar in winter quarter
1	79 year old, quit studying, just reading
1	Went back to transcripts of each speaker
1	Will blend old and new (30's and 40's to now)

Condensed Responses for Question 5

(Georgia Governors...)

# Responses	Response
18	No
3	Write columns for newspapers. Several columns ideas, news stories. (Journalists)
2	Yes, used in American history course. (Professors)
2	Discussed with friends. (Retired)
2	Clearer understanding of how Georgia political system works through class
1	Work at library. Pulled things from vertical file. Would like to put book (from symposium) in vertical file
1	Reference librarian: have used some of it to direct people who are looking for information on Georgia history. Very few states have #s of governors still living, most outstanding
1	Perhaps a little of sociology, not in psychology
1	Advising on paper on three governor controversy; and segregation issue, lip service to get elected. (Professor)
1	Some information related between state and local, have used that (some governors gave situation where state and local worked together). (consultant)
1	Affected by perception of things tremendously (conversation, daily lives)
1	Difficult to answer, perhaps unconsciously
1	Not as of now. If called upon to make talk, would use it
1	Interested in politics, go to things. Makes you more aware
1	Not professionally, more personally. Gave insight on how to handle public and delicate issues. Interaction between politicians (reporter)
1	Better insight to how governors elected. Papers given by professors did excellent job. (Retired)
1	Indirectly. Added to enthusiasm for teaching history

1	Gained better perspective on forces involved in political process. Relevant ways he might participate in political process
1	Work for ABAC. Wrote story for alumni newsletter

Condensed Responses for Question 6

(Georgia Governors...)

# Responses	Response
10	Has come up a number of times with social gatherings and meetings, had fun, really enjoyed it
4	Several went together, talked about it. Real outstanding. Though a good turnout, could have been better
3	Discussed very little other than with who was there
2	Kept up with professor writing about Ellis Arnall. Have learned that people are not too interested in government
2	ABAC pulled off coup. Type of thing to be held at UGA
2	Discussion between other students and self
1	Over lunch, dinner parties. Really enjoyed conference, found it enlightening
1	Some discussion of Arnall's administration. Apparently did more for South in rate busting against railroad. Tremendous impact for new South. Laid foundation for where we are today. People in South changed more than North
1	Have talked at length with many people, constituents, and colleagues in House, Senate, Governor Harris' people. If they had known they would have come. All wished they had known. Disappointed at small number of people attending
1	Told several professors how good it was. Best symposium he's been to. Lived up to expectations. Disappointed that Busbee and Carter not there
1	Lots of conversation, can talk: "... In Talmadge's time...in Vandiver's time..", etc.
1	Colleagues were people who put conference on; talked about it at length for year or more
1	Publicity going to historically oriented rather than practitioners who desperately needed to hear that.

	Exposed to day to day, and not yesterday. Need to know
1	Change of situation in Georgia. Governors completely turned around Georgia
1	Briefly told family and friends how much she enjoyed it. What a refreshing way to spend time
1	On committee, so well received Talking up every chance I get.
1	Discussed banquet, thought it was good
1	Best function ever in ABAC dining room
1	Stimulated discussion in home
1	Story of Herman Talmadge "telling it like it is"
1	None

Condensed Responses for Question 7

(Georgia Governors...)

# Responses	Response
44	No
1	Attended Georgia conference on historians (before Tifton conference)
1	Atlanta Historical Society, when they've had elected officials speak to them
1	Attended meetings in Waycross area with congressional members and political people
1	Talked with entire committee individually
1	Watched television